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ABSTRACT

This practicum addressed the attitudes and behaviors of 10 adolescents with severe behavioral and emotional problems participating in a cooperative job training program. The intervention used an adventure approach to help the students replace aggression and misconduct with job-related social skills. A needs assessment was conducted to identify specific student deficits. A 12-week adventure-based cooperation (ABC) training program focused on transitioning students from school to work was developed and implemented. The ABC program involved three phases: group acceptance through awareness adventures, cooperative group interaction adventures, and career initiatives through adventures. Although several of the intended outcomes were achieved, overall evaluation suggested that students needed more than 12 weeks to develop the target employability skills. An additional finding was that aggressive and violent student behaviors abated substantially when the teaching team developed a communicative relationship with students. Appendices provide survey forms and background information. (Includes 38 references.) (DB)

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ED 392 180

Using Adventure-Based Cooperation Training to Develop
Job Related Social Skills for Adolescents With
Severe Behavioral and Emotional Problems

by

Karol Reganick

Nova Southeastern University

1995

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ABSTRACT

Using Adventure-Based Cooperation Training to Develop Job Related Social Skills for Adolescents With Severe Behavior and Emotional Problems. Reganick, Karol A., 1995: Practicum I Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. Conflict Resolution/Effective Communication/Career Exploration/Ethics Clarification/Problem-Solving/Value Diversity/Employability Readiness/Personal Accountability

This practicum was designed to affect the attitudes and behaviors of adolescents with severe behavioral and emotional problems participating in the cooperative job training (CJT) program by providing them opportunities to replace aggression and misconduct with the job related social skills. Adolescents were demonstrating ineffective methods of resolving disagreements with peers in the school setting which may have effected their ability to maintain a job.

The writer developed, and the support education and development (SED) team administered, a needs assessment of job skills to identify students' deficits. Based upon assessment results, the writer designed a 12 week Adventure-Based Cooperation (ABC) training program that successfully transitions students from school to work. ABC training is an integrated curriculum which uses three phases of group dynamics to create artful opportunism for enculturating good thinking practices enabling students to maintain productive employment.

Practicum outcomes suggest that students needed more than 12 weeks to develop valued employability skills. Further analysis of the data revealed that aggressive and violent behaviors abated when the SED team developed a communicative relationship with students.

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Chapter I

Introduction

Description of Community

Located in the Southeastern sector of the United States is a diverse cultural, ethnic, and socioeconomic community. County officials have estimated that each week nearly 50 new families move into the community. The area supports a large county school system that employs 3,127 teachers to educate approximately 87,000 students. The school system has doubled in size in 10 years and school officials project a 10% increase in student population each year.

Writer's Work Setting and Role

The school board leases the local Boy's and Girl's Club to educate 35 high school students with severe behavioral and emotional problems, ranging in age from 14 to 21. Students have been labeled by the public school system as severely emotionally disturbed (SED). The special education teachers gave the same acronym a positive connotation by allowing it to imply support education and development (SED) unit.

For the purposes of this practicum, the phrase behavioral and emotional problems is used generically

to indicate specific problem behaviors such as conduct disorders, antisocial personality disorder, delinquent behavior, attention deficit/hyperactivity disorder (ADHD), in addition to a host of psychiatric diagnoses. Students prefer being referred to as having a behavioral or emotional problem rather than being labeled handicapped or disabled.

Students are recommended for the facility when all other less restrictive school placements have not been appropriate. The majority of these students are involved with the juvenile justice system, in addition to having a long history of exceptional educational placements. Four students with prior exceptional placements entered the SED classroom in lieu of expulsion from a high school within the district.

Seven special education teachers, an aide, and a counselor; instruct, counsel, and coordinate special services for students at the facility. The length of stay for students needing a restrictive educational placement may range from three months to four years. The public school system provides for all the transportation needs of the commuting students.

Students are grouped heterogeneously with a relatively even number of students assigned to each

teacher. The pupil/teacher ratio for students with severe behavioral and emotional problems is five to one. While collaborating with several community agencies, the teachers work toward preparing students to transition from the SED program to other diversified programs which may be more appropriate.

The writer serves as the lead teacher of the facility who is responsible for supervising all operations of the educational program. When students are recommended, and approved by a multidisciplinary team for an SED educational placement, the lead teacher requests the student's exceptional services profile from his or her previous school. Teachers utilize this information to determine the emotional, physical, and intellectual needs of their students when planning their educational programs.

The student profile contains confidential information such as: (a) a current individual education plan, (b) health records which contain speech and language testing results, (c) a social history, (e) psychological testing results, and (f) a psychiatric diagnosis is sometimes included. The information also aids in determining which family support services are needed.

Prior to students entering the SED unit, a conference is scheduled by the referring teacher, school, or agency. The student, parents, teachers, psychologists, and agency representatives are in attendance to (a) determine if a restrictive educational placement is in the student's best interest, (b) develop the student's individual education and transition program, (c) explain the criteria for progressing to a less restrictive educational placement, and (d) discuss diploma options.

During child study team meetings, teachers review (a) the ability level of each student which may range from above average to trainable mentally retarded according to the intelligence test scores in their exceptional services profile, (b) the educational history of each student to ascertain their strengths and weaknesses, and (c) the recommended educational program of each student to determine if it contains specific objectives that would foster academic and behavioral development.

The lead teacher also coordinates the Cooperative Job Training (CJT) program, collaborating with school and business members to ensure effective job skill development for students. In addition to the

maintenance of students' confidential folders, the lead teacher attends child study team meetings and conferences to exchange information regarding the educational needs, services, and placement of each student.

Chapter II

Study of the Problem

Problem Description

Students arrived at the facility fearful and angry. Much of their anger was attributed to the fact that they were judged as behaviorally and/or emotionally inappropriate to receive an education with their peers in regular high schools. They entered through the gymnasium where they removed their shoes, emptied their pockets, and allowed all personal effects to be examined. Teachers found that routinely searching students drastically reduced the amount of knives, guns, cigarettes, and various illegal substances brought to school.

Teachers never knew what to expect as each new school day began. For example, during the course of a day, teachers may have defused only one or as many as a dozen potentially explosive situations. Teachers often incurred injuries while they are separating students engaged in combat. The guidance counselor often escorted a blatantly disruptive student to a "cool down" or "time out" area where the aggressive student had time to substitute hostile emotions for a more tranquil affect. During this cooling off period, the

causes of the disruption were determined and methods of aggression replacement were discussed with the guidance counselor.

The CJT program was created to provide students with an opportunity to transition to the world of work. However, many students were either frequently absent from work or became ill at the worksite demonstrating an indifference to the training program. Many student jobs were terminated by the employer due to repeated demonstrations of (a) disrespect to authority figures, (b) noncompliance of rules, (c) stealing, (d) aggressive behaviors, (e) an uncooperative attitude, and other job related inappropriate behaviors.

The employer and several employees often expressed concerns about the frequency of negative student behaviors at the worksite. The most pressing problem in the SED unit was that students with severe behavioral and emotional problems who expressed a desire to participate in the cooperative job training program were demonstrating ineffective methods of resolving disagreements with peers in the school setting which may have also effected their ability to maintain a job.

Problem Documentation

The SED unit has been serving students with severe behavior problems for three years, and the accumulated data reveals that student misconduct has become progressively more violent in nature. The lead teacher reported that staff members wrote 183 Student Discipline Referrals during the 1993-1994 school year, which represents a substantial increase from the previous year of 105 referrals. Of the 15 students who participated in the Cooperative Job Training (CJT) program during the 1993-1994 school year, only four students completed the required training of 60 days and received a Certificate of Completion.

The facility does not support an in-school suspension or a Saturday school program, consequently students earned an out-of-school suspension for demonstrating an act of violence. The length of the suspension depended upon the severity of the situation. According to the Guidance Counselor's Annual Report (see Appendix A), students' suspensions increased for a total of 161 days during the 1993-1994 school year, as compared with 124 days the previous year, with no appreciable increase in school population.

Prior to returning to school, the suspended student, parent(s)/guardian(s), and teachers were invited to attend a Child Study Team Conference. Those in attendance focused on six specific areas concerning the student: (a) The inappropriate behaviors which initiated the suspension, (b) the circumstances associated with the incident, (c) a recommended list of alternatives which would replace the aggression, (d) a planned consequence that would be enforced should the undesirable behavior occur in the future, (e) a collaboratively written behavioral and educational contract to help the student achieve success in school, and (f) a transitional plan which introduces the student to the world-of-work.

Teachers reported that they attended at least three Child Study Team conferences per week during the 1993-1994 school year to discuss alternative transitioning for students who were disruptive at work. Those students were given an unsatisfactory performance rating by the employer as indicated by the Employer Satisfaction Questionnaire (see Appendix B). Employers rate the student's performance on a monthly basis for the first three months of employment training.

Thirty-two students with severe behavioral and emotional problems who were being recommended for job training completed the needs assessment in order to identify specific job related social skill deficits. Teachers reported assisting students with statement interpretation while students rated each skill according to individual need. Assuming students were sincere in their responses, the assessment clearly reveals that student deficits in job related social skills are much greater than expected.

Table 1 shows a tremendous need for students to learn the majority of skills presented in the assessment. Teachers reported that students realized which job related social skills they must learn in order to achieve successful employment.

The SED team unanimously selected a target group of 10 students for training from a group of 32 students with severe behavioral and emotional problems. Members of the target group received the most suspensions for engaging in physical aggression with peers during the 1993-1994 school year. These students coincidentally had the most referrals for time out, the most encounters with law enforcement agencies, and a limited behavioral progression throughout the past school year.

Table 1Needs Assessment of Job Related Social Skills

Students, please check the answer which best describes your level of agreement with the following skills.

The job related social skills that I need to learn to be successful at a job are:

	strongly agree	agree	disagree	strongly disagree
1. How to ask questions.	10	5	7	10
2. Giving my boss information.	14	6	2	10
3. Being able to problem-solve with co-workers.	17	5	4	6
4. Accept appropriate teasing.	15	4	6	7
5. Coping in a low praise environment.	9	5	5	13
6. Accept assistance.	13	5	3	11
7. Offer assistance.	16	3	1	12
8. Apologizing.	16	4	4	8
9. Getting along with others.	14	7	4	7
10. Having a positive attitude.	19	4	3	6
11. Accept criticism.	11	8	7	6

Your cooperation is appreciated.

Note. Each question represents a total of 32 student responses.

Causative Analysis

Violence has permeated art, sports, entertainment, and literature; it is inevitable that violence is in our schools. The increase in violent behavior and a lack of basic human values are of major concern in most schools, as teachers encounter shocking levels of aggression and profanity (Brandt, 1993). Social and economic changes have negatively effected the lives of American youth, forcing children to receive less guidance from their parents and acquire more values and social skills from television and peers.

The SED team often notified students' case workers or probation officers when teachers could identify students from the SED unit who were temporarily homeless. Violence inside the home forced students in the SED unit to seek shelter elsewhere. Students eluding law officials frequently lived with gang members.

Lockwood (1993) suggests that adolescents may commit serious acts of irresponsible behavior because they may not have an understanding of the morals and values that adults expect of them. Most adolescents with severe behavioral and emotional problems face extreme difficulty when making the transition from

school to the world of work. Many students in the SED unit lived with an unskilled caretaker who received public assistance.

Because of inexperience and inadequate preparation, students in the SED unit made the same mistakes repeatedly, only to face disappointment and frustration that comes from repeated failure at a worksite. In many cases the errors made at the worksite were easily corrected once they were recognized. Recognition and remediation of mistakes must take place if the cycle of repeated failure is to be terminated.

Further research by the Career Placement Council (1987) of Bingham County, Idaho listed the following ten reasons why adolescents with emotional disabilities fail to secure and retain a job: (a) unsuitable appearance, (b) failure to apply alone, (c) lack of punctuality, (d) negative attitude, (e) unrealistic expectations, (f) unrealistic wage demands, (g) unreliability, (h) poor attendance, (i) falsification of information, and (j) failure to get along with others. Students lacked a work ethic and they lacked a basic understanding of job skills needed for successful employment.

The literature continues to point out that students with severe behavior and emotional problems must have an understanding of social skills, problem solving, self-control, and personal management, if they are to successfully transition to work. A survey by Chamberlain (1988) found that employers of individuals with various types of severe disabilities ranked "getting along with others" as the top factor in job success.

Students in the SED unit found it difficult to develop positive relationships. They also experienced insufficient support and training at school, at work, and at home. Consequently, their performance in all environments was substandard.

Relationship of the Problem to the Literature

Researchers note that a variety of individual, familial, societal, and educational factors contribute to youth mayhem. USA Weekend (1993) reports that each day, 100,000 students carry guns to school, 700,000 others carry knives, and 14,000 students and 40 teachers are attacked each day. Wetzel (1988) asserts that approximately one in eighteen youths in America is assaulted, robbed, or raped each year.

Children who have been abused or neglected display acts of aggression which usually stem from feelings of powerlessness (Willis, 1994). Children find a means of behavior that somehow enables them to feel safe and to some degree in control (Barnes, 1991). Goldstein (1988) noted that chronically aggressive adolescents have been very successfully at using aggression for personal gain, and the behavior was frequently modeled by family members, peers, and media figures.

Researchers estimate that the average child will watch 100,000 acts of violence while attending elementary school, (Kolbert, 1994). It is no wonder children are becoming desensitized to real-life violence. The classrooms have the potential to be as dangerous as the neighborhoods. Socially disorganized, crime-ridden neighborhoods produce socially disorganized, crime-ridden schools (Menacker, Weldon, & Hurwitz, 1990).

Many researchers will agree that the violence in our society has pervaded our schools which has significantly jeopardized the quality of education in this country. Others claim that we have desensitized ourselves to violence making it less scary and more accepted. The escalating discord which leads to

violence and disruption in our schools is a problem that must be dealt with immediately if students and teachers are to engage in meaningful learning and teaching (Reganick, 1993).

According to Wodarski, Wodarski, and Kim (1989), 42 percent of all job losses among persons with disabilities is attributed to a lack of social skills. Carnevale, Gainer, and Meltzer (1988) identified communication skills, problem solving, interpersonal skills, teamwork, and personal management as the basic work skills and training needs of United States workers in the 21st century.

There is sustaining evidence to suggest that job termination and on-the-job difficulties are often associated with personal and social difficulties rather than the inability to perform assigned tasks (Clark & Knowlton, 1987; Rusch, McNair, & DeStefano, 1988). Neubert, Tilson, and Ianacone (1989) found that over two-thirds of all job related problems encountered by workers with mild disabilities were included in the social skill deficit category.

The workplace tends to be in constant conflict with the individual's emotional disturbance. As Fleming (1989) points out, students with emotional

problems are particularly at risk in the workplace as employees strive to balance personal goals and organizational goals. A workplace subculture demands a particular state of normalcy and consistent behavior. Brown (1990) asserts that intrinsic motivation is an important consideration in vocational training, and is considered to originate within the individual providing internal support during new and challenging situations.

Students with severe behavioral and emotional problems tend to obtain a negative surface motivation from their peer or adult relationships rather than intrinsically. Embler (1988) emphasizes that a lack of motivation in students with emotional disorders correlates with their lack of obtaining a formal career education. If students with emotional problems are not intrinsically motivated or given positive job experiences by the time they reach secondary school, it is likely that they will not seek additional vocational training. Storey and Mank (1989) assert that a crucial ingredient for maintaining successful employment among people with emotional and behavioral problems is the development of adequate work habits and personal/social skills.

CHAPTER III

Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

It is the goal of this practicum to affect the attitudes and behaviors of students by replacing aggression and misconduct with job related social skills so that students may successfully transition from school to a work environment. It is also intended that when students have obtained employment, they will draw upon their newly acquired skills to maintain that position.

Expected Outcomes

Through the delivery of outcome objectives, students should demonstrate effective methods of resolving disagreements within the school setting and increase their ability to maintain a job by demonstrating a cooperative demeanor. The following goals and outcomes were projected for this practicum.

Outcome 1. During a period of 12 weeks, four of the 10 students targeted for intervention will not receive any Student Discipline Referrals from their teachers.

Outcome 2. Within the same time frame, five of the 10 students in the target group will not receive any suspensions.

Outcome 3. Using problem solving techniques and critical thinking skills, five of the 10 students in the target group will successfully complete the 12 week Cooperative Job Training program.

Measurement of Outcomes

Measurement of outcome 1. Student Discipline Referrals are documented and saved by the lead teacher on computer disk. A hard copy of the referral is appended to the psychological section of students' confidential folder. Counting the number of discipline referrals accumulated in student folders during the 12 week intervention period will be used to measure the first outcome.

Measurement of outcome 2. When a student is recommended for suspension, the lead teacher records the suspension on computer disk. The same day, a hard copy is sent to the student's parent/guardian, the director of student services receives a copy, and a copy is appended to the psychological section of the student's confidential folder.

The guidance counselor also maintains a suspension log containing the nature, severity, and amount of days the student served the suspension. Examination of the suspension log will substantiate the projected outcome.

Measurement of outcome 3. Student absences can easily be verified, as they are recorded daily by the lead teacher using a computer data disk. At the end of the month a hard copy is given to each teacher and a copy is mailed to the director of student services.

Every week, the job coach, coordinator, and student will privately discuss the student's strengths, weaknesses, problems, and concerns about the work program. After 12 weeks of training, students will be issued a Certificate of Completion contingent upon consistent attendance and satisfactory performance as indicated by the Employer Satisfaction Questionnaire (see Appendix B). This will be completed collaboratively by the job coach, business manager, and the coordinator at the end of the implementation period.

Chapter IV

Solution Strategy

Discussion and Evaluation of Solutions

Social skill deficiencies were identified as the primary cause of job termination for students with behavioral and emotional problems in the SED unit. They were not able to resolve disagreements with peers in a school environment which was also effecting their ability to maintain a job. For the purposes of this practicum, social skills are defined as those specific processes that enable an individual to behave in a manner that is judged as competent.

Wagner, (1991) believes that students with disabilities need courses in job skills and work behaviors; as they are more at risk to become economically disadvantaged than the general education student. Wagner (1991) discovered a consistent pattern of better school performance, less days absent, and a lower rate of dropping out among disabled students who were enrolled in occupationally oriented vocational classes.

Harnish and Fisher (1989) found a positive correlation between students who have learned specific job skills and those who hold a part time job while

obtaining an education in a postsecondary institution. A survey given to 50 successfully employed individuals with disabilities revealed that learning job related social skills in high school enabled them to remain employed (Hudson, Schwartz, Sealander, Campbell, & Hensel, 1988).

Further research studies have identified a number of training procedures that have proven to be successful in developing social skills for students with emotional and behavioral problems. Modrcin, Coleman, and Robison (1989) believe that the most important strategy in preparing a student with special needs for the world of work is to place them in as many "real life" situations as possible. These may include actual work sites and interviews with prospective employers, which would allow students to contend with the consequences.

Embler (1988) discovered that prior to receiving a structured vocational program which included field trips and audio visuals, his group of students with emotional disorders could not discuss a personal career choice. Included in his program were opportunities for students to experience real job situations for the day. Subsequently, students were able to realistically focus

on a career choice for themselves and take the appropriate steps to obtain information concerning career requirements.

Porterfield (1984) developed the "Pathways" program in an effort to analyze the social network of a worksite. He assigned a co-worker to mentor an employee trainee with emotional disabilities. The program proved to be successful because mentors acted as buffers during stressful situations which gave students time to become acclimated to the work culture. Students in this program were eventually integrated into the work force and became productive workers.

More recent literature reveals the formation of a Job Club that proved to be an effective strategy for allowing students to support each other as they learned the skills associated with job procurement (Wehman, 1992). Students searched through newspapers, had mock interviews, used role play and modeling to develop social/personal management skills. Teachers and counselors acted as supportive facilitators.

Siegel's (1988) Career Ladder Program used resource building and the RE-ED principle to transition emotionally disabled adolescents from school to work. RE-ED is an Ecological/Ecosystem intervention where

students may enlist aid from a significant other such as a parent, employer, community leader, or agency specialist when problems at the job site arise. Students selected for internship into this program are interviewed by the employer and receive a small stipend as wages.

Initially, a student in the Career Ladder Program is closely supervised by an on-site resource instructor who will intervene should misunderstandings occur between the student and employees. As students progress socially and vocationally, the instructor eventually relinquishes all supervision, and the student is totally guided by the employer.

Montague (1988) investigated the long-term effects of job related social skill instruction with 49 students of various disabilities. He hypothesized that students could learn the skills in a classroom, transfer those same skills to work settings, and maintain their use over time. After a discussion with many employers, Montague (1988) created a job skills inventory which he used as the basis for instruction. After 30 instructional sessions, the differences in pre and post test results indicate that students could use

the skills effectively in situations that resembled actual work environments.

The literature clearly reveals that job skills taught in the classroom must be transferred to an actual workplace if the skills are to have meaning. Students who work with real businesses have the opportunity to experience a workplace culture where the attitudes of the employees, and staff relationships become an important part of the job. Understanding a learning environment is as important as understanding what is being taught there.

Description of Selected Solution

Inferences of the previously discussed studies suggests a tremendous need for the development of a comprehensive job related social skills program. It appears that one technique alone does not ensure the maintenance or transference of newly acquired skills. Bringing aspects of the world of work into the school, and using business sites to extend the classroom may increase the probability for the generalization of job skills over various environments. A combination of techniques through an integrated curriculum should bridge job skill development with its application.

The target group participated in an Adventure-

Based Cooperation (ABC) training program (see Appendix C). ABC training is a non-competitive series of sequential adventures designed to replace aggression and misconduct with job related social skills. Activities are referred to as adventures because they are designed to stimulate students' imagination and creativity while working toward a common goal. Adventures are teacher generated to accommodate the needs of specific groups of students.

Through the dynamics of group adventure, students have the opportunity to explore, extend, and develop their cooperation, problem-solving, and critical thinking skills. Participation in ABC training, may also enhance students' motor, social, cognitive, and affective skills. Close to a century of research has proven that productivity, academic achievement, and self-esteem improve dramatically when students work together (Seletsky, 1994).

ABC training requires the coordinator to guide the target group through various obstacles beginning with simple tasks and progressing toward the more complex. To accomplish the strategically designed tasks, students must initially develop a comfortable group rapport. They must willingly put aside negativity,

apathy, mistrust, passivity, and oppositional behaviors in order to cooperatively complete each adventure.

Part of the adventure includes reading literature that encourages students to explore values and ethics associated with good character. The program requires the target group to view films, participate in group discussions, and practice computer applications. The advantage of using an integrated curriculum for the improvement of students' job related social skills, is that there are many opportunities for practice, reinforcement, and reflection.

Throughout the 12 week program, the coordinator introduces each phase of the training program and provides a rationale for its contents. With minimal redirection and a few simple rules, students are encouraged to complete each directive. Careful observation of group dynamics enables the coordinator to diagnose and discuss solutions to inconsistencies within the target group early, subsequently eliminating larger problems in the future.

Each member of the target group is expected to participate in the adventures and is held accountable through a daily evaluation process. Students understand that ABC training is a group contingency,

and the group is rewarded based upon the contributions of each member. Eventually, students should develop a comradery as they strive for success.

Members of the target group were assigned to the coordinator's classroom where they were guided through 225 minutes of integrated instruction per week, for twelve weeks. During this time, students used a variety of learning modalities, practiced collaborative procedure, and had many opportunities for thoughtful analysis and articulation of social standards.

If students are to successfully transition from school to work, they must progress through the following three phases of ABC training: (a) group acceptance through awareness adventures, (b) cooperative group adventures, and (c) career initiative adventures. As students participate in each phase, they acquire job related social skills that enable them to function cooperatively in various work environments.

Phase I of ABC training emphasizes group acceptance through awareness adventures. Students engage in various adventures for four weeks, learning how to offer each other respect and mutual support while engaging in mutual decision making. The target group may initially lack cohesion, which would inhibit

reaching consensus. However, cohesion will eventually develop within the group as the coordinator promotes the value of individual differences and group enrichment through diversity.

Students who have consistently used aggression and misconduct to achieve their goals must have an abundance of supportive encouragement to master the skill of cooperation. By engaging in cooperation adventures and practicing cooperation procedures, students consistently improve their cooperation skills.

Phase II of ABC training emphasizes cooperative group interaction adventures. As students become comfortable with performing simple cooperation skills, they are introduced to a continuum of complex cooperation adventures during weeks five through eight. Students understand that approaching adulthood means being held accountable for every decision. They are encouraged to offer multiple view points when engaging in the process of ethics clarification. Opportunities to develop conflict resolution techniques occur as cooperative learning and group processing continues.

Phase III of ABC training emphasizes career initiatives through adventures. Students are involved in personal, peer, and group assessment of positive and

negative behaviors which have occurred over various environments. In an effort to enhance job related problem-solving skills, students discuss solutions to possible dilemmas that may occur at the work site in the hope of circumventing future devastating events resulting in a job termination. They are encouraged to work cooperatively through various problem solving adventures.

Students become more familiar with careers through a workbook, Career Awareness (Roberts, Griffeth, and Caldwell, 1984). The activities in the workbook introduce students to various job possibilities, personal characteristics that affect career decisions, and various job requirements. To acquire an understanding of employability skills, an interactive computer program will be available to students during this phase.

Workplace demands are very different from those demands just a decade ago. Success in our society requires technological ability. Integrating technology into the curriculum creates limitless possibilities for active and functional learning. Ultimately students can learn to access information on any occupation,

analyze the information and reach their own conclusions.

ABC training is a program with plenty of artful opportunism that enculturates students into good thinking practices. It offers students opportunities to develop an appreciation of a diverse community while maintaining a positive reality based perspective. This diversity promotes achievement and eliminates personal biases. The program reduces student aggression and misconduct resulting in less discipline referrals and school suspensions. It promotes the development of job related social skills which may evolve into a positive work ethic.

The negative effects of competition are widespread in the adult world of work resulting in high levels of individual stress (Nattiv, G. F. Render, Lemire, & K. E. Render, 1989). Cooperation introduces trust and removes competition. Cooperative learning is a group learning process created on the belief that learning improves when people learn together. Cooperative learning is an instructional strategy that engages students in complex group interaction skills.

According to Nattiv et al. (1989) the cooperative learning team is ideally heterogeneous in the sense

that the team reflects a microcosm of diversity along the following three dimensions: (a) academic achievement, (b) ethnicity, and (c) sex. Being an involved participant means listening to the ideas of others and being aware of others' feelings. Contributing ideas, clarifying, summarizing, delegating tasks, analyzing data, prioritizing, and countless other skills that we often take for granted are all part of the cooperation process.

Leming (1993) believes that didactic methods alone are unlikely to have any effect on cooperative behavior. Nattiv et al. (1989) found that activities which involve the process of cooperation lead to the development of appropriate moral and ethical behaviors such as: appreciation of diversity, democratic participation, and reciprocal respect.

Designing instructional approaches that will prepare students for competitive employment is as equally important as assisting students in obtaining and retaining jobs. It may be that educators need to develop a more comprehensive school-to-work transition program that would assist students with behavior problems (Meers, 1992). Our society has deemed gainful employment is a key indicator of the quality of life.

Special and general educators must continue to seek out and apply procedures and interventions that will ensure the success of their students.

Most business leaders agree that the disabled should be given the opportunity to be productive members of the community. Educators must prepare their students for acceptance by the community and simultaneously recruit business partners that provide job training if they are to successfully transition students from school to the community. Lankard (1991) believes that employers and transition educators are recognizing the need for decision-making and problem-solving skills that facilitate negotiation and cooperation in the workplace. Students with behavioral and emotional problems must develop an understanding of a peaceable existence, and have the opportunity to practice that existence in the classroom and the workplace.

Success in life for most of us is directly related to our ability to get along with others. Through ABC training, students with severe behavioral and emotional problems can learn the behaviors, skills, and values that are associated with acceptable behavior in all environments and with all people.

Acceptable behavior develops when rules of conduct are presented within a supportive environment and students receive satisfaction from complying with and taking ownership of those rules. If educators are willing to assume the responsibility for preparing our youth to enter the adult world as knowledgeable, productive, and peaceable members of our society, then they must develop a curriculum that will evoke exemplary citizenship.

Report of Action Taken

The SED team followed the coordinator's 12 week plan to assist with implementing each phase of the program. Phase I, II, and III of Adventure-Based Cooperation training contained four weekly study periods that provided opportunities for student growth and development through positive reinforcement and practice of the objectives being emphasized.

The SED team concluded that students are more receptive to instruction, suggestion, and ultimately change when they adhere to a specific schedule and class structure. Under the leadership of the coordinator, the SED team collaboratively coordinated student activities with the goals and projected outcomes of the practicum. The integrated curriculum

allowed students to (a) explore ethics through literature, (b) develop cooperative group interaction, (c) engage in adventure activities, (d) understand and apply ethical standards through resolution of moral dilemmas, and (e) develop an appreciation of the fine arts.

Week 1. Students began ABC training by engaging in several activities. An awareness adventure, "Tell Me What You Think", prompted students' cognition of their unconscious beliefs, attitudes, and values that emerge when making decisions. The "teacher generated" sentences are designed to encourage students to share information about themselves while learning the art of conversation. For example, a sentence that stimulated interaction was, "If I had 24 hours to live....."

Students read and discussed literature that may eventually help them develop strength as ethical decision makers. While reading a story about an adolescent with Down's Syndrome in Exploring Ethics Through Children's Literature: Book Two (Saenger, 1993), students shared and analyzed the ethical choices of the lead character as she deals with friendship and peer pressure.

To emphasize the objective of group acceptance, students viewed videos about dealing with pressures from peers and friendships in Big Chances, Big Choices (Elkind+Sweet Communications, Inc., 1993). After watching and discussing each video, students had a better understanding of the issues relating to friendship and social pressures and began to think more critically about their own choices and behaviors.

A discussion about friendship focused on issues concerning positive and negative relationships, cliques, clubs, and why excluding others is hurtful. The target group shared personal methods of dealing with distressing social pressures.

Week 2. In addition to adventures, literature and videos, students explored ethical dilemmas that commonly involve interaction with others through a series entitled, What Would You Do? (Baker, 1989). The purpose was to enhance students' critical thinking skills by analyzing each dilemma and eventually reaching consensus on a course of action. From the overhead projector students read a problem concerning the acceptance of a new student into their circle of friends.

The coordinator encouraged the SED team to extend group discussion of the questions associated with the problem which urged students to look at how and why they judge people. A problem presented during the second week of the program focused on a friend admitting that he or she hates all members of a particular race. Students discussed answers to questions which relate to the origin of prejudice, its effects, and how to be unaffected by it.

At the end of week two, the SED team hoped that target group members had learned the importance of trust and mutual respect based on effective communication. However, what they learned was that students were intensely prejudice; acquiring it from family members, peers, and personal experiences.

During the adventure "Guide Me Through", students were supposed to verbally guide their blindfolded partner through group created obstacles. Participation in this adventure should have produced a team spirit of working together toward the common goal of learning more successfully, but the students only physically hurt each other. The team reviewed the adventures and made substitutions for future adventures that were applicable yet more effective. At this point the SED

team concluded that there are three distinct groups of students within the SED population: (a) those with severe psychological problems, (b) those with severe behavioral problems, and (c) those who are coercive.

Week 3. Class began with a new adventure entitled, "Confide In Me" where students wrote brief answers to ten personal questions, exchanged papers, and read the various answers aloud. What is the best movie that you have ever seen, is an example of a typical question for this exercise. By listening to everyone's likes and dislikes, students seemed to have a better understanding and acceptance of group's diversity.

Students read another short story about a girl's desperate search for friends and acceptance. Students commented on the hurtful way the new girl was treated, demonstrating a growing sensitivity within the group. Students' initial reluctance to reading literature grew into enthusiastic participation. This action authenticated the SED team's suspicions of students' intense need for nurturing.

As the SED team was developing a relationship with students, it was also modifying, developing, and creating additional curriculum to meet the immediate needs of students. For example, at the precise moment

when students recognized that a value had been violated, the team initiated a discussion that stimulated a group consensus concerning mutual respect.

Week 4. To accentuate the objective of respect for others, students viewed videos about personal values and mutual respect. The videos explored issues of how and why adolescents are or are not accepted into groups based upon values, beliefs, behaviors, and appearances.

Students ended the first phase with "Practice Makes Perfect" an adventure that initiated critical thinking skill development and group decision making. The activity demanded that students collaborate to find an effective way for everyone in the group to touch five objects in the shortest period of time. Group and individual initiatives to solve problems began to emerge.

Week 5. The target group began the second phase with an adventure called "Rope Obstacle Course" where students continuously held a rope while going through a teacher generated obstacle course with large boxes and hanging objects in the gymnasium. "Ring of Confidence" was an adventure where a circle of students tried to sit down while holding a nylon rope. Participation promoted further problem solving, positive interaction,

intense laughter, and a realization by teachers that target group members have the ability to develop a cooperative relationship.

The target group was presented with literature which focused on recognizing the problems and choices of adolescents in the eighteenth century. They read about people who believe in being kind in all circumstances and the need for peacemaking and helping the needy in all communities. They stretched and clarified their thinking concerning ethical issues involving the limits of individual responsibility.

Students frequently and spontaneously wanted to discuss personal issues. As they expressed their opinions and revealed their associations with subcultures, it became obvious that teachers must never assume that students had prior exposure to a positive relationship or a nurturing environment. The SED team concluded that students must be given opportunities to develop and practice consequential and judgmental thinking based upon elements of common sense and moral character. Students must be exposed to thematic and higher level language to develop metalinguistic skills.

Week 6. Students viewed videos about the three R's of Respect, Responsibility, and doing the Right thing,

and discussed how each is connected to self-esteem. They maintained that their families decreased their self-esteem. They also admitted to having no friends. Students were developing an understanding of why it is so crucial to make the proper choices on the road to adulthood. The concept of being valuable members of our community, and being committed toward that goal was emphasized.

Following each video, students responded to hypothetical situations. The first one was relative to a borrowed radio that was broken accidentally and cannot be repaired. During the discussion, personal responsibility was defined and demonstrated by students' personal examples in an effort to internalize its meaning. When students discovered who was stealing money from various classmates during the second hypothetical situation, they disclosed several courses of action that might be taken.

Nine of the 10 target group members admitted to stealing in the past and would steal again if the opportunity presented itself. In the next breath students were concerned that honesty was a fading value that must be rediscovered if people are to acquire acceptable moral character. Students' psychiatric

problems become apparent when they indulge in discussions which produce contradictory statements. These problems are also evidenced by their unrealistic view of their potential for success. They dream aloud.

When the discussion continued, students generated a list of possible explanations for "Why Violence Is Growing In Our Schools" (see Appendix D). Students in the target group were eager to develop an additional list of questions for peers about violence. Thirty-six student responses to the "Adolescent Survey of Personal Violence and Values" (see Appendix E), clearly indicate that students have had many personal experiences with various forms of violence and feel that it has effected their behavior. Students also ranked citizenship last in their list of values which is a strong indication of their disregard for authority and civic responsibility.

Week 7. To ensure student understanding of personal accountability, ethics, and conflict resolution, students viewed a video which demonstrated how to handle emotions and another video which explained conflict resolution. The videos introduced students to healthful ways of expressing their feelings and coping with difficult circumstances. They also explored personal attitudes, beliefs, and behaviors

that cause aggression and misconduct while discovering strategies to prevent them.

Five members of the target group expressed a desire to be trained as a peer mediator to help resolve disputes within the SED unit. Adolescence may be a time of emotional turmoil, however, stressful situations may stimulate positive outcomes if they are handled with a peaceful approach. Although a school can do much to create a safer environment for its students, preventing violence is the best long-term tactic (Gaustad, 1991).

Week 8. The last two adventures of phase II allowed students to practice their listening, cooperation, and communication skills. In "Co-Op Golf", two members of the target group enjoyed drawing each section of a nine-hole golf course. After the nine sections were joined, students had time to study the course and creatively invented a way to use it. They delivered their ideas to the golf coach in an adolescent treatment center.

During the adventure, "Teacher, I Can't Come To School Today" students practiced their listening skills by using each letter of the alphabet to start their excuses. The group was encouraged to use several

variations of topics to respond to the original phrase (i.e., feelings, illnesses, and activities). Students often referred to television programs to explain their remarks, indicating a limited frame of reference. They frequently verbalized their emotions using only negative abstract words such as: hate, anger, jealousy, fear, and sadness, which gave the SED team only more unanswered questions.

Week 9. The first adventure of phase three involved students in group interaction and cooperative communication. "Tied Together" is designed to have students appreciate the value of working together. Students' wrists were tied together by a strong cord that crosses in the middle. They displayed patience while using various maneuvers to uncross the cord and be free.

In an effort to introduce students to the tremendous differences between Chinese and American cultures, students read a short story about a young girl who takes a trip to China. They realized why the main character of the story was under immense pressure from her Chinese parents and relatives to perform in accordance with their ancient traditions. Students displayed an increased sensitivity concerning ethical

issues of race, culture, and identity. Through discussion, adolescents were given suggestions as to how they could develop positive attitudes about who they are and where they are going.

Students watched a video that illustrated how teenagers should get along with their parents. This video indicated that parents are very often at odds with their adolescent children, making the maturation process difficult. Students viewed unique, yet practical ways of negotiating with parents and other authority figures to reach an understanding. Honest and open communication between adolescents and parents often secures a lasting and treasured relationship.

As the discussion continued, many students revealed having a deep resentment toward their parents for a variety of reasons. Most students admitted to living in a dysfunctional family environment. Others students believed their parents hated them.

Another video presented and reinforced anti-drug and alcohol attitudes, in Big Chances, Big Choices (Elkind+Sweet Communications, Inc., 1993). This video demonstrated practical techniques for avoiding illegal substances. The SED team facilitated a serious

discussion concerning the ramifications of using, buying, selling, and distributing drugs.

Student responses during the discussion indicated a familiarity with the subject. The target group generated a list of questions that were used by the coordinator to devise a survey. The results of 34 student responses to the "Adolescent Survey of Familiarity With Drugs and Alcohol" (see Appendix F), indicate a high level of student involvement with drugs and alcohol.

The SED team informed students that most businesses require new employees to submit to a volunteer drug test prior to being hired. Being caught with an illegal substance on the premises of a business usually results in immediate dismissal. Students understood that delivering packages containing illegal substances is a crime with serious consequences.

Week 10. During the last two weeks of ABC training, employability skills were emphasized by a computerized job readiness series. The interactive, six-series, colorful, computer program, Education For Employment (The Conover Company, 1994), diagnosed and remediated employability skills. The low reading level of the program kept students interested while helping

them to assess and improve job related attitudes. The computer program also helped students to understand the steps of successful interviewing, complete a job application, and design a resume.

Week 11. This week began with a short story that revealed how compassion and understanding are precious virtues that all people should possess. The "Golden Rule" is not applied here as a boy tries to steal a woman's purse, and her response is to take him into her home long enough to share dinner with him and offer him care and respect. This scenario provoked judgmental disagreements among students. Team members chose to defend opposite sides in a debate. Students discussed examples of ethical and unethical behavior in an effort to understand respectful human interaction.

By examining moral dilemmas, students agreed that stealing ruins a relationship and results in immediate dismissal from a job. Through group processing, students had the opportunity to internalize the consequences of dishonesty when they hypothetically discovered that a close friend took money from peers. Students understand that all people make mistakes, however, having the integrity to rectify each wrong

doing is a difficult step everyone needs to take when learning to develop good moral character.

Week 12. The last two initiatives designed for ABC training revealed a significantly higher level of classroom harmony as students resolved conflicts and solved problems through cooperative interaction. During the "Empty Box" adventure, students creatively invented a new product using only an empty box. The "Egg Transport" adventure looked like an introductory course for engineers as students used straws and masking tape to construct a bridge between two desks in order to move a raw egg two feet without breaking it.

The final video examined the benefits of learning to set and achieve goals. It demonstrated how to distinguish between actual goals and mere wishes. For students with severe behavioral and emotional problems, establishing realistic career goals and developing cooperation skills seemed like an insurmountable task when the program began. Yet, as students returned each day from the worksite and engaged in an integrated curriculum focused on developing job related social skills through adventure-based cooperation training, they have progressively discovered the skills they must have in order to succeed in the career of their choice.

CHAPTER V

Results, Discussion and Recommendations

Results

Students in the SED unit requesting permission to participate in the Cooperative Job Training program were demonstrating ineffectual methods of resolving disagreements with peers in the school environment which may have caused their inability to remain employed. Students participating in the CJT program were often terminated by the employer for not cooperating with co-workers. They also displayed noncompliance of employee regulations and periodic aggressiveness at the job site.

The goal of this practicum was to affect the attitudes and behaviors of students by replacing aggression and misconduct with job related social skills so that students may successfully transition from school to a work environment. The solution strategy selected included a 12-week integrated curriculum which targeted the development of job related social skills utilizing a cooperative initiative. Ten students who requested participation in the CJT program were selected to receive Adventure-Based Cooperation training.

The following outcomes were projected:

Outcome 1. During a period of 12 weeks, four of the 10 students targeted for intervention will not receive any Student Discipline Referrals from their teachers. This outcome was met. After reviewing each student's confidential folder and counting the Student Discipline Referrals on computer disk, five students did not receive any discipline referrals during that time frame.

Outcome 2. Within the same time frame, five of the 10 students in the target group will not receive any suspensions. This outcome was met. After reviewing the psychological section of the confidential folders for evidence of a suspension notice, examining the computer generated list of suspensions, and analyzing the guidance counselor's suspension log, the coordinator determined that six members of the target group did not receive a suspension during the 12 week implementation.

Outcome 3. Using problem solving techniques and critical thinking skills, five of the 10 students in the target group will successfully complete the 12 week Cooperative Job Training program. This outcome was not met. Only four members of the target group completed

the CJT program within that time frame and received a Certificate of Completion. It acknowledges that students have demonstrated consistent attendance and satisfactory performance on the Employer Satisfaction Questionnaire (see Appendix B).

Discussion

The reluctance of teachers and students to even attempt this program, grew into enthusiastic participation. The coordinator empowered the SED team to create additional adventures or substitute them with applicable yet effective activities that teachers were more familiar with. By encouraging the SED team to become involved in Adventure-Based Cooperation training, they began to coordinate the curriculum in their classes with the concepts and objectives of ABC training.

In addition to the collection of written data, the SED team consistently communicated the strengths and weaknesses of each target member. Information was categorized in four areas regarding students': (a) demonstration of appropriate behaviors, (b) presentation of a cooperative attitude, (c) development of job related social skills, and (d) improvement of career readiness.

As the SED team developed a personal relationship with students, it became apparent that Outcomes 1 and 2 would be obtained. Students' initial hesitation to discuss personal experiences grew into an anticipated event throughout the implementation process. During group discussions of ethical decision making and examining several solutions to moral dilemmas, students shared personal information. They revealed cultural beliefs, social development, associations with subcultures, lack of personal nurturing, various family dysfunctions, and rooted prejudices.

During the first six weeks of program implementation, only two students in the target group received a Student Discipline Referral, and teachers reported that referrals were reduced by 50% throughout the remaining student population. Teachers remarked about noticeable increases in class attendance, participation, and positive behavior. During that same time period, only one student in the target group received a suspension for fighting, and four students in the general student body received suspensions, which is a drastic reduction from the previous average of three per week.

As the SED team continued to listen to the opinions of students, teachers concluded that many students were culturally deprived, limiting their knowledge of social protocol. Teachers determined that most students in the SED unit lack consequential thinking, common sense, and judgmental thinking. Students also seem to be cognitively developmentally delayed as they present unrealistic view of themselves, their abilities, and future ideations.

Following the first six weeks of implementation, only two target group members withdrew from the CJT program, which implied that Outcome 3 may yield positive results. Three members of the target group secured employment within the community. Job coaches and business managers made positive statements regarding the attitudes and cooperativeness of the remaining eight students.

During the last three weeks of program, three faculty changes took place and two new students entered the unit. Shortly thereafter, four students were found to be in possession of marijuana on school property, and three other students robbed vending machines belonging to the Boy's and Girl's Club. Students were charged and dealt with accordingly by the local

sheriff's department. Unfortunately, two of the seven students were members of the target group.

In addition, two members of the target group were dismissed from the CJT program by business managers. One student was caught stealing candy and the other was repeatedly uncooperative. These were probably the major factors that inhibited Outcome 3 from being met. Miller and Coady (1986) believe that students with special needs must learn to respond to change effectively if harmony is to be restored between self and situation.

In spite of these deliberate acts of aggression and inappropriateness, the last phase of the program produced an elevated level of enthusiasm. Students cooperatively generated a list of values which is posted in every classroom. They offered explanations and devised survey questions concerning violence, drugs and alcohol; areas where students claim to be knowledgeable.

At the end of the 12 week implementation period, students in the target group completed a Job Related Social Skills Checklist. The data on Table 2 indicate that students believe they have learned the majority of skills needed to demonstrate successful employment.

Table 2

Job Related Social Skills Checklist

Students, please check **yes** if you have mastered the following skills or check **no** if you have not mastered them.

The job related social skills that I have or have not learned as a result of ABC training are:

	yes	no
1. I know how to ask questions.	8	2
2. I know how to give my boss information.	6	4
3. I am able to problem-solve with co-workers.	10	0
4. I accept appropriate teasing.	8	2
5. I am able to cope in a low praise environment.	8	2
6. I can accept assistance.	8	2
7. I know how to offer assistance.	8	2
8. I am able to apologize.	8	2
9. I know how to get along with others.	10	0
10. I have a positive attitude at work.	10	0
11. I am able to accept criticism.	6	4

***Note:** Each question represents a total of 10 student responses in bold print.

Your cooperation is appreciated.

One unanticipated outcome of this practicum was the development of an interagency contract between the School Board and Manasota Industry Council where students demonstrated their acquired job skills by participating in the Summer Youth Employment program. To remain continuously and productively employed, students must have the opportunity to practice job skills (Miller & Coady, 1986). They received a school credit for Employability Training while earning an hourly wage at various job sites. Student employment was supported by teachers at the job site as students acquired practical job experiences.

Another unanticipated outcome and perhaps the most important is that during program implementation, the SED team began as three active members but ended as a coalition of eight. Through the process of teaching cooperation and how to reach consensus, teachers became interested in program philosophies and expressed a willingness to contribute to its development. The team also acquired a comprehensive understanding of students' childhood, present living conditions and familiarity with drugs, alcohol, and violence. This understanding will guide our curriculum planning and teaching methods when creating future programs.

The implementation of this practicum resulted in the attainment of two outcomes which gave the SED team hope for renewal. It gave students a motive to continuously improve their behavior and acquire job skills. It forced teachers and students to examine the strengths and weaknesses of the CJT program and begin the process of planning for its improvement.

Recommendations

The SED team is recommending the following:

1. The Summer Youth Employment Program should be extended to students in SED units and alternative education programs throughout the county.
2. Twelve weeks for the implementation of this program is not enough time to produce a notable increase in job related social skills. Developing a primary, intermediate, and senior level within ABC training where students are cognizant of their advancement, may be more comprehensive and produce significant changes behavior and an increase in skills.
3. Students who demonstrate an appropriate level of moral and ethical behavior should be offered the opportunity to act as peer mediators or peer counselors to students who need further understanding of the cooperation process.

4. The SED unit must be actively engaged with various mental health agencies throughout the community in order to provide students with a support system while being actively involved in their education and transition process.

5. Phase III of the program emphasizes career readiness using goal setting, which should be delivered first and paralleled with classroom objectives. For example, teachers should help students establish a set of goals when they enter the SED unit and create a positive reinforcement system for the attainment of each goal.

6. This program may be incorporated into a Character Education program that must be written collaboratively by a team who is committed to the administration of its philosophy, goals, and objectives.

7. A variety of job placements must be established for those who wish to participate in the Cooperative Job Training program and all students with emotional disabilities must be invited to participate.

8. The SED unit needs a School Advisory Committee where parents, students, and teachers cooperatively design a plan to meet the educational and transitional

needs of children with severe behavioral and emotional problems.

Dissemination

Teachers in all SED units and alternative programs will be invited to attend a meeting in the SED unit during the first week of the new school year to provide each person in attendance with a copy of ABC training and deliver an overview of the program. During that time the results of each survey and questionnaire will be given to those in attendance. A representative from Manasota Industry Council will present policies, procedures, goals and objectives of the Summer Youth Employment program. The discussion should lead to the development of a more unified system of transitioning adolescents.

The results of this practicum will be available for presentation at the next SED/NET Conference. The writer has plans to edit this practicum and forward it to Career Development for Exceptional Individuals and Libra Publishers for possible publication.

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Appendix A
Guidance Counselor's Annual Report

APPENDIX A
GUIDANCE COUNSELOR'S ANNUAL REPORT

DURING THE 1993-1994 SCHOOL YEAR, 42 STUDENTS RECEIVED
SERVICES THROUGH THE TREATMENT PROGRAM.

33 MALES
9 FEMALES
20 BLACKS
21 WHITES
1 HISPANIC
7 WERE CRC CLIENTS
1 WAS A FSPT CLIENT
11 WERE IN FOSTER CARE
17 WERE ADJUDICATED DELINQUENT AND UNDER HRS COMMUNITY
CONTROL SUPERVISION
10 WERE WITHDRAWN FROM THE PROGRAM DUE TO COURT ACTION
PLACING THEM IN JUVENILE DETENTION OR COMMITMENT
FACILITIES
4 MOVED OUT OF COUNTY INTO OTHER SED PROGRAMS
2 WENT TO RESIDENTIAL TREATMENT PROGRAMS
4 WERE PLACED ON THE HOSPITAL/HOMEBOUND PROGRAM
1 STUDENT WAS KILLED IN AN AUTOMOBILE ACCIDENT WHILE
TRYING TO OUT RUN A LAW ENFORCEMENT OFFICER.

- 15 STUDENTS PARTICIPATED IN THE VOCATIONAL ON-THE-JOB
TRAINING PROGRAMS
- 124 ACCUMULATED DAYS OF STUDENT SUSPENSIONS
- 2 STUDENTS DROPPED OUT OF SCHOOL
- 4 STUDENTS WERE PROGRAM SUCCESESSES; MOVING TO LESS
RESTRICTIVE CLASSROOMS ON A SCHOOL CAMPUS, AFTER MEETING
SPECIFIED OBJECTIVES ESTABLISHED TO EXIT THE PROGRAM
- 1 STUDENT GRADUATED FROM HIGH SCHOOL AND OUR PROGRAM

Appendix B
Employer Satisfaction Questionnaire

APPENDIX B

EMPLOYER SATISFACTION QUESTIONNAIRE

BUSINESS _____

NAME OF PERSON FILLING OUT QUESTIONNAIRE _____

POSITION _____

STUDENT'S NAME _____

DATE _____

PLEASE INDICATE YOUR LEVEL OF SATISFACTION WITH
THE COMMUNITY BASED VOCATIONAL TRAINING
PROGRAM BY PLACING A CHECK IN THE APPROPRIATE
BOX.

STRONGLY
DISAGREE DISAGREE AGREE AGREE
STRONGLY

- | | | | | | |
|----|---|--|--|--|--|
| 1. | THE STUDENT CONSISTENTLY ARRIVES AND LEAVES WORK ON TIME. | | | | |
| 2. | THE STUDENT WORKER'S ATTENDANCE IS ACCEPTABLE. | | | | |
| 3. | TASKS ARE PERFORMED ACCORDING TO THE AGREED UPON CRITERIA. | | | | |
| 4. | THE STUDENT DISPLAYS BEHAVIOR APPROPRIATE IN THE WORKPLACE. | | | | |
| 5. | THE STUDENT INTERACTS APPROPRIATELY WITH COWORKERS, CUSTOMERS, AND OTHERS AT THE WORK SITE. | | | | |
| 6. | THE VOCATIONAL TRAINER INTERACTS APPROPRIATELY WITH WORKERS AND OTHERS AT THE WORK SITE. | | | | |
| 7. | THE STUDENT DOESN'T INTERFERE WITH NORMAL BUSINESS OPERATIONS. | | | | |

8.	COWORKERS AND CUSTOMERS ARE COMFORTABLE INTERACTING WITH THE STUDENT.				
9.	THE VOCATIONAL TRAINER IS PROVIDING ADEQUATE TRAINING AND SUPERVISION.				
10.	THE TRAINER'S INTERACTION WITH THE STUDENT WORKER DO NOT INTERRUPT BUSINESS.				
11.	THE STUDENT WORKER APPEARS TO BE ENJOYING THE TRAINING EXPERIENCE.				
12.	THE STUDENT WORKER'S PERSONAL APPEARANCE IS CONSISTENTLY SATISFACTORY.				
13.	THE TRAINER IS AVAILABLE AND COOPERATIVE IN DISCUSSING ANY PROBLEMS THAT ARISE.				
14.	IMPROVEMENT HAS BEEN SEEN IN THE STUDENT'S PERFORMANCE.				
15.	I WOULD CONSIDER HAVING MY BUSINESS SERVE AS A WORK SITE AGAIN.				

COMMENTS:

Appendix C
Adventure Based Cooperation Training

Appendix C

Adventure Based Cooperation Training

Phases of Development

Job-Related Social Skills

I. Group acceptance through awareness adventures.	value diversity respect for others mutual respect group decision making
II. Cooperative group interaction adventures.	problem-solving personal accountability ethics clarification conflict resolution
III. Career initiatives through adventures.	effective communication personal assessment career exploration employability readiness

Appendix D
Why Violence Is Growing In Our Schools

Apendix D

Why Violence Is Growing In Our Schools

1. We can do what we want; what can they do to us.
2. When kids think they grew up deprived, they get angry and feel that everyone owes them something.
3. Kids want to be just like the rock stars, so kids do what the rock stars do.
4. When there is no love at home, kids join gangs to have their own family.
5. When a kid's family falls apart, the kid rebels by doing everything wrong.
6. Maybe the parents were violent to the kids and the kids are doing the same thing.
7. Being violent gets you what you want.
8. Parents don't care.

Appendix E

Adolescent Survey of Personal Violence and Values

Appendix E

Adolescent Survey of Personal Violence and Values

Students, please circle your response according to this scale: (A) Always (U) Usually (S) Sometimes (R) Rarely (N) Never

1. Have you ever experienced violence in your home?	12	3	3	6	12
	A	U	S	R	N
2. Have you ever been an eye witness to violence involving the police?	6	6	6	15	3
	A	U	S	R	N
3. Do you enjoy watching various types of violence?	15	6	6	3	6
	A	U	S	R	N
4. Have you ever had thoughts of engaging in violent acts?	15	6	9	6	0
	A	U	S	R	N
5. Have you ever been physically abused?	3	6	6	15	6
	A	U	S	R	N
6. Have you ever been mentally abused?	9	9	3	9	3
	A	U	S	R	N
7. Have you ever been sexually abused?	3	3	2	0	21
	A	U	S	R	N
8. Have you ever committed a violent act?	9	3	9	9	3
	A	U	S	R	N
9. Do you think your violent experiences have effected your behavior?	15	3	12	0	3
	A	U	S	R	N
10. Arrange the following values in order of importance to you. respect, responsibility, justice, courage, citizenship, loyalty, honesty	Respect Honesty Loyalty Responsibility Courage Justice Citizenship				

You may use the reverse side of this page for comments.

Your cooperation is appreciated.

Note: Each question represents a total of 36 student responses in bold print.

Appendix F

Adolescent Survey of Familiarity With Drugs and Alcohol

Appendix F

Adolescent Survey of Familiarity With Drugs and Alcohol
Students, please complete this survey.

1. Have you ever lived with an alcoholic? 19 yes 15 no
2. Is anyone in your family an alcoholic now? 12 yes 22 no
3. What should the drinking age be? 19 (average)
4. How often do you drink? (circle) 0 daily 15 weekends
0 yearly 8 holidays 7 never 4 monthly
5. What is the alcoholic drink of your choice? 16 beer
18 others
6. Have you ever lived with anyone who used drugs? 18 yes 16 no
7. Is anyone in your family using drugs now? 13 yes 21 no
8. Should drugs be legalized? 18 yes 16 no
9. How often do you use drugs? (circle) 8 daily 9 never
0 yearly 9 holidays 8 weekends 0 monthly
10. What is your favorite drug? 21 marijuana 13 others
0 others
11. Are you sexually active while using (circle) 14 drugs
and/or 12 alcohol or 5 both? 2 always 8 usually
11 sometimes 6 rarely 7 never
12. Do you use (circle) 8 drugs and/or 6 alcohol or
14 both, to run away from your problems? 3 always
6 usually 10 sometimes 2 rarely 11 never
13. Have you ever committed a crime to satisfy your habit? 21 yes 13 no
14. Have you ever been in a (circle) 0 drug and/or
0 alcohol or 4 both, rehabilitation program? 5 yes
29 no
15. I can get (circle) 6 drugs and/or 5 alcohol or
20 both? 18 always 7 usually 5 sometimes
0 rarely 4 never

Your cooperation is appreciated.

* Note: Each question represents a total of 34 student responses in bold print.